



ALCORN MIDDLE

5125 Fairfield Rd.
Columbia, S. C. 29203

GRADES 6-8 Middle School

ENROLLMENT 519 Students

PRINCIPAL Darius Adamson 803-735-3439

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	25	14

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Below Average	No

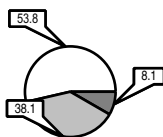
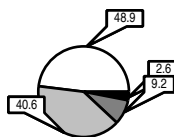
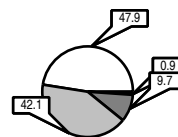
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	497	99.0	53.5	38.3	8.2	0.0	12.4	No	Yes
Gender									
Male	249	98.8	59.6	32.9	7.5	0.0	10.8		
Female	248	99.2	47.4	43.7	8.8	0.0	14.0		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	488	99.0	53.7	38.2	8.1	0.0	12.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	413	99.8	51.1	41.3	7.7	0.0	12.6		
Disabled	84	95.2	67.7	21.0	11.3	0.0	11.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	497	99.0	53.5	38.3	8.2	0.0	12.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	99.0	53.3	38.5	8.2	0.0	12.4		
Socio-Economic Status									
Subsidized meals	436	99.1	54.4	38.0	7.7	0.0	11.6	No	Yes
Full-pay meals	56	98.2	46.9	40.8	12.2	0.0	18.4		

Mathematics - State Performance Objective = 15.5%									
All Students	497	99.0	59.7	33.6	5.8	0.9	12.1	No	Yes
Gender									
Male	249	99.2	60.6	31.5	7.0	0.9	11.3		
Female	248	98.8	58.8	35.6	4.6	0.9	13.0		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	488	99.0	60.5	33.1	5.5	1.0	11.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	413	99.5	57.7	34.7	6.6	1.1	13.4		
Disabled	84	96.4	71.4	27.0	1.6	0.0	4.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	497	99.0	59.7	33.6	5.8	0.9	12.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	99.0	59.7	33.5	5.9	0.9	12.2		
Socio-Economic Status									
Subsidized meals	436	99.1	60.5	32.6	5.8	1.1	11.6	No	Yes
Full-pay meals	56	98.2	53.1	40.8	6.1	0.0	16.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	206	96.6	61.7	33.3	4.9	N/A	4.9
	Grade 7	182	96.7	60.6	33.8	5.6	N/A	5.6
	Grade 8	188	94.1	56.9	38.6	4.6	N/A	4.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	98.8	54.7	37.3	8.0	N/A	8.0
	Grade 7	180	98.9	51.3	43.1	5.6	N/A	5.6
	Grade 8	153	99.3	58.2	36.9	5.0	N/A	5.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	206	98.5	56.1	34.1	7.3	2.4	9.8
	Grade 7	182	98.9	69.4	23.6	5.6	1.4	6.9
	Grade 8	188	97.3	48.4	47.8	3.2	0.6	3.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	98.8	47.3	41.3	10.0	1.3	11.3
	Grade 7	180	99.4	63.4	33.5	2.5	0.6	3.1
	Grade 8	153	98.7	67.9	27.9	3.6	0.7	4.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 519)				
Students enrolled in high school credit courses (grades 7 & 8)	24.2%	Up from 22.7%	9.3%	14.6%
Retention rate	3.7%	Down from 5.1%	4.0%	3.0%
Attendance rate	93.8%	Up from 92.6%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		9.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.4%		8.1%	5.3%
Eligible for gifted and talented	7.2%	Up from 7.1%	5.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	15.3%	Down from 16.6%	15.0%	13.9%
	6.0%	Down from 6.2%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Up from 2.1%	1.2%	0.9%
Annual dropout rate	0.3%	Down from 0.5%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	51.1%	Up from 50.0%	47.1%	48.7%
Continuing contract teachers	57.8%	Down from 59.6%	71.4%	81.7%
Highly qualified teachers**	88.2%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	18.4%		13.0%	5.3%
Teachers returning from previous year	76.2%	Up from 74.7%	75.4%	85.1%
Teacher attendance rate	94.7%	Up from 94.6%	94.4%	94.8%
Average teacher salary	\$38,840	Up 3.9%	\$38,840	\$40,566
Prof. development days/teacher	11.2 days	Down from 11.3 days	11.9 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	14.1 to 1	Down from 16.5 to 1	18.5 to 1	21.3 to 1
Prime instructional time	87.4%	Up from 86.3%	88.7%	89.3%
Dollars spent per pupil*	\$8,398	Down 0.8%	\$6,919	\$5,821
Percent of expenditures for teacher salaries*	60.3%	Up from 56.7%	60.1%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	49.2%	Up from 30.6%	83.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alcorn Middle School attained significant accomplishments during the 2003-2004 school year. Alcorn's student body had a participant to attend the SC Governor's School for the Arts and Humanities; two SC Middle School Scholars; one SC Junior Scholar, two Talent Search Scholars, and several art, drama, band, dance, orchestra, and chorus award winners. The school won the district's 2004 best newsletter award, The Golden Pencil Award, and a staff member received the district's Instructional Award for lesson plan design.

Test results indicate a need to continue focusing on math and reading comprehension skills. All math students received a full year of instruction using the Larson Pre-Algebra program that allows students to focus on specific math skills. The Accelerated Reader program and Balanced Literacy Model was used in all English-Language Arts classes to complement instruction.

The AVID program is a college preparatory curriculum focused on writing, inquiry, collaboration, and extensive field studies for 6th and 7th grade participants. AVID will expand from forty to sixty students next year. The Success 101 enrichment class provided all students with instruction in service learning, character education, and study skills.

Alcorn Middle School implemented a modified bell schedule to reduce class time from 90 to 73 minutes to allow students to attend science and social studies daily. The five-day Comprehensive After School Remediation Program provided instruction in math, English Language Arts, and enrichment activities. The program increased from 50 students to 110 students daily with the priority on serving students who scored below basic on PACT for two consecutive years.

We will continue to focus on our overall quality of instruction, academic rigor, and assessment for 2004-2005. Failing students will receive mandatory tutoring year-long during the school day if core subject areas do not meet standard. Alcorn will continue to focus on our district's Principles of Learning initiative and providing quality professional development to all faculty and staff.

Our progress towards increasing and/or improving the number of students scoring basic or above on PACT hinges on the increase of the following factors: parental involvement, parental focus, and parental commitment towards academics. Alcorn Middle School is pleased with the increased parent attendance for sporting events, concerts, and parent nights; however, we still need parental involvement to improve in the areas of day-to-day monitoring of students' academic progress and positive citizenship. High student absenteeism and a highly transient population also hinder continuity as well as the quantity and quality of instruction received by our students. Alcorn plans to intensify parental participation and community involvement initiatives.

Darius S. Adamson, Sr., Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	125	56
Percent satisfied with learning environment	75.0%	57.5%	56.4%
Percent satisfied with social and physical environment	78.0%	60.2%	55.6%
Percent satisfied with home-school relations	29.8%	82.6%	51.8%

*Only students at the highest middle school grade level at this school and their parents were included.